**Clara Norales**

**ED 7201T**

**Dr. Sharon O’Connor-Petruso**

**Wiki #6**

**Annotated Bibliography 4**

1. Cagiltay, K., Saran, M., & Seferoglu, G. (2009). Mobile Assisted Language Learning: English Pronunciation at Learners’ Fingertips. *Eurasian Journal of Educational Research. 34,*97-114.

This research explores the pronunciation component of a second language acquisition. The researchers stated that in class activities are not sufficient for effective language learning and that learners should also have input and output opportunities outside the classroom. In this study, they are exploring how mobile phones have a great potential for out class learning. The major aim of the study is to investigate the potential and effectiveness of using mobile hones in foreign language education.

1. Fitzgerald, G., Kelly, P., Park, M.K., & Zha, S. (2006). An Investigation of Communicative Competence of ESL Students Using Electronic Discussion Boards. *Journal of Research on Technology in Education. Volume 38* (3), 349-367.

The purpose of this study is to investigate students’ communicative competence in a computer mediated communication environment. In this study, the participating students had diverse ethnic and cultural background. Researchers found that there were changes in students’ use of language for social purposes and appropriate use of language in different social and cultural settings.

1. Son, J. (2007). Learners Experiences in Web-based Language Learning. *Computer Assisted Language Learning. Volume 20*(1), 21-36.

The purpose of this study was to examine the use on the web for language learning through students’ experiences in web based language learning activities. The researchers used pre-created web activities and task based web activities. They also found that students’ attitudes toward the activities were positive. The data demonstrate that the web is a useful tool and a supplementary resource for learning.

1. Baturay, M., Daloglu, A., &Yildirim, S. (2009). Effects of Web-based Spaced Repetition on Vocabulary Retention of Foreign Language Learners. *Eurasian Journal of Educational Research. 34*, 17-36.

In this study, the researchers examine the effects of web based supplementary material on intermediate level English Language Learners’ vocabulary retention. They presented the vocabulary items through space repetition using audio and visual multimedia. They found that retention of the words was enhance with spaced repetition.

1. Ware, P. (2008). Language Learners and Multimedia Literacy In and After School. *Pedagogies: An International Journal. 3*, 37-51.

During this study data were analyzed to examine the range of multimedia literacy practices that characterized English Language Learners learning during class across their core subject areas as well as during a school based after-school digital storytelling club. The study was comprised of twenty students (ELL’s) and how they used multimedia as part of their instruction. During the study, the researcher view of literacy is informed by work from two bodies of literature; literacy studies and second language acquisition.